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The Editors Say...

Can't help feeling a bit set up over nice things said about this famous old journal of late. We really shouldn't take too much credit for just presiding over this Educational Clearing House, as 'twere, with a blue pencil poised, and editorial net spread for newest, most helpful ideas. But there's a certain satisfaction you can't quite avoid—and hate to miss—in hearing compliments.

We specially liked what a certain Superintendent did the other day. It was in a bulletin to his High School teachers that he recommended The Journal of of Education as "A Means of Professional Growth and Improvement." He specially urged them to sample the issue of January 4, a copy of which could (of course) be had from their principal.

•

One of our ambitions is to make the Journal more "how-ish." We believe in the concrete rather than the abstract. What good teacher doesn't? Several of the pieces in this issue are quite How-ish. One describes a plan which awakened the faculty of a school to the importance of correlation and launched them on an effort to interweave their respective subjects. Another article suggests how pupils may be led into wanting to exercise their creative faculties—in writing a short story, for example. Still another of the articles has to do with increasing the interest in learning to read. Again—"Our Course in Merchandising" tells How a commercial course was subdivided to meet the special needs of a considerable group.

•

Much food for thought about rote repetition of the Flag Pledge is contained in "I Pledge a Legion"—a true account of a test such as any of you might wish to make.

•

Suggestions from our readers as to sources of authentic How materials are always welcome. Maybe you have a little How article bursting to be written.

A new type of science course for the upper grades of senior high schools

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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World at Lessons

Sidestepped

SETTLEMENT of the strike in the motor industry after forty-three days and a loss in wages alone of some $36,000,000, has been gratifying to the public. How much the U. A. W. A. gained or lost that might have been gained or lost without a strike, is a debatable question.

One fact that must not be overlooked is—that the issue of the sit-down strike was not settled but sidestepped. That issue will come up with increasing frequency until it is squarely faced and answered.

Has any group of workers a right to take possession of an industrial plant or other business property, and to remain there in idleness, thus preventing other employees from working, even though those willing to work may far outnumber those desiring to strike?

It is doubtful if the labor movement in this country will be greatly forwarded by a resort to such a weapon. The weapon is too strong to be permanently effective. It resembles too nearly a boomerang. The unions will be better off without it.

On the other hand—the diplomacy of Michigan's Governor, Frank Murphy in postponing that issue and refusing forcible eviction of sit-downers from the plants at Flint, prevented bloodshed and an amount of "bad blood" which might easily have prolonged the unfortunate strife.

After all, the formula most needed for making industrial peace and keeping it is—a combination of courtesy, confidence and co-operation. Unless these come to the rescue at the end of any argument, the peace is but a truce.

• • •

A Blow at Liberty

PEOPLE over in England can be excused for supposing that our Supreme Court is rather superfluous and for thinking a President who plans to weaken or curb it is on the right track. England has no Supreme Court to interpret its constitution. Neither has it any written constitution to serve as underlying law. The English constitution has merely grown. If a country never had a written constitution, it can get along very nicely without it—provided its citizens keep their heads Perhaps the fact that the British parliament has to take full responsibility for its acts makes for greater care in deciding what measures shall be passed, what ones rejected.

With the United States and with Congress it is different. A President having a strong majority of his own party in Congress, may obtain the enactment of laws which do not fit into the framework of the Constitution. Such laws may or may not be in the public interest. But so long as they are inconsistent with the fundamental law they are a threat to the American system of government.

Without the Constitution and the Supreme Court to interpret it, there is nothing to hinder Congress passing laws that would inflict great injustices upon minority groups. For example, it might conceivably restrict the suffrage to members of a certain political party or of some specified religious sect, or to persons having or not having property.

The Supreme Court has no machinery to enforce its opinions. Its sole authority lies in the respect which the American citizens have for the fairness and intelligence of its rulings. Impair that respect, and you have undermined the whole American system.

It so happened that President Roosevelt's second term began with a half-dozen members of the supreme judiciary on the other side of seventy. His impatience to get rid of them led him to propose a law which would either coerce these elderly justices into retiring or leave them in a position of humiliation in which they could not render their best service.

To hasten retirements or pack the court with an obvious purpose of passing laws the present tribunal would not accept, is to let impatience run amuck.

• • •

Enthusiasm versus Knowledge

DWIGHT L. MOODY used to say that if he had to choose between enthusiasm and knowledge to move the world, he would choose enthusiasm.

Enthusiasm without knowledge may not be worth very much, and might even move the world the

wrong way. But there can be no question that knowledge without enthusiasm is dead.

Teachers have been known to have so much enthusiasm it slopped over. Pupils do not take kindly to an excess of enthusiasm. They do not care for gushers. Especially is this true of pupils in the secondary schools.

But enthusiasm that is genuinely based on something of value; enthusiasm for the subject one is presenting to a class—this becomes contagious.

A teacher may possess all knowledge and yet, lacking enthusiasm, he may never succeed in putting any of that knowledge into effect.

Not teachers only but all whom they undertake to teach need enthusiasm. They need to be enthusiastic about life and its higher possibilities. The teacher who is remembered with the greatest admiration is the one who somehow has been able to pass along this divine essence—to stir this God-within-us, so that we rise above ourselves and become what, without enthusiasm, we never could have been.

• • •

Bad Spells at Spelling

A NEWSPAPER editor was asked why he did not employ school teachers as correspondents. His answer was: "Because they can't spell."

How widely that indictment would be true, no one probably has the facts to determine. By and large it is quite likely that the teachers of the nation could spell down the majority of those whom they have taught.

There is some question as to the degree of importance that should be attached to spelling as a universal attainment.

A man who has achieved success as a magazine writer and an author of books tells of meeting a painstaking woman who had been his teacher when a lad. "I suppose by now you have learned to spell," she remarked. But he has not. Stenographers, secretaries, editors and proofreaders require a knowledge of spelling—and a dictionary at elbow. A writer who has something to write and can put down the words well enough to be identified by a spelling expert, may vault right over the orthographic barrier.

Still those average people who write their own letters without a typist or other transcribing aide do make a better impression if they spell according to Webster. And there is something a bit provocative of mirth about a teacher, not to say a high-up educator, who muffs his a b c's.

• • •

War and What to Do About It

MUCH of the preaching about peace is very tiresome. After all, what can the average citizen do to head off a war? If he joins in a pledge never to take up arms under any circumstances, he promises what he may be unable to perform, and he also serves notice on other nations that his own nation might be easy to attack.

One thing the average citizen can do which may be useful. He can decline to accept the theory that wars are inevitable. He can reject the proposition that, because there have always been wars, there must always continue to be wars. He can let his mind dwell upon the success of at least one international boundary undefended by military force for more than a century. This has at least demonstrated the fact that war is avoidable wherever men determine not to have war.

The world is on the brink of peril at this moment because so many people still believe wars are necessary to settle things. And how much do they settle? How long do their settlements last? And—where war is conducted with modern implements on both sides, and with the combatants exhausting their resources, what do they accomplish for either side, save ruin?

Thoughts of peace are the only means of ending wars—thoughts of peace and acts of peace to bear them out.

Patrick T. Campbell

WHAT is best for the schools? This was the uppermost thought with Patrick T. Campbell at all times as he advanced from one educational task to another and, in 1931, became superintendent of the Boston public schools.

Dr. Campbell's death at sixty-five leaves many persons with a sense of irreparable loss. For he was a friend of many and friendly to all. Those who had been students under him in Boston Latin School always remembered him with gratitude and admiration. The title of "Devil's advocate," which some one bestowed upon him because he often pleaded another chance for boys who had been caught at misdeeds, sufficiently indicates his warm sympathy and his faith in young people. He could see good where others—even the boy himself—had not suspected its existence.

Dr. Campbell was an assiduous worker. He took only brief vacations. He kept his door open to any visitors who might be needing his help. He was an efficient administrator, and a recognized force in education.

Despite the troubles that beset the Boston schools during much of his term, Dr. Campbell managed to leave them on higher ground than he had found them.

His connection with this magazine as an Advisory Editor was a very happy relationship, and his ready aid and counsels will be greatly missed.

Creative Work in English

By DOROTHY RUST
Santa Barbara, California

An approach to the writing of Short Stories in the secondary school—with possibilities for other forms of composition.

THE urge to create some original bit of work swells within the breast of every man—and every student. It remains only for the teacher to help the student discover this urge and show the student how to develop it into a reality of self-expression. Although creative work may be fostered in almost any class, this article deals only with such effort in the high school English class.

Encouragement and development by the teacher of the desire on the part of the student to do original work are the teacher's greatest weapons with which to combat the ever present lassitude of late adolescence. As soon as the youngster feels a great yearning to accomplish something by his own efforts and the instructor shows him how he can gain his desire, the classroom is no longer dull nor charged with an air of "just try to educate me—if you can." Suddenly it takes on the aspect of an exciting laboratory of research. A teacher may even picture himself as Joseph Lister or Louis Pasteur while directing the activities of his laboratory student-assistants. In subject and equipment, it is true, his work-shop differs from those of these men; however, the same enthusiasm that was shared by Lister's or Pasteur's assistants will be evident in the efforts of the students. While these two great scientists dealt in human needs, the teacher will deal with human emotions, mental needs, and young desires for expression and understanding. What greater challenge could any instructor have than to direct such a laboratory?

•

High school students naturally need to be guided before they can do worthwhile creative work. Therefore, let us consider the subject of direction. To do this adequately, we shall choose one field of English as an example and follow this process of guidance through to its end in that one field. It seems wise to consider the short-story—always a great favorite with students. Your first step will be to read aloud to the class in an interesting and dynamic (any teacher can be both if he really wishes) manner a few excellent examples of the short-story. Let it be said here that mediocre or too adult stories will completely defeat your purpose. Of course, the teacher may choose her own stories, but I suggest three stories here that never fail to interest students.

Edgar Allan Poe's *Masque of the Red Death.*

Bret Harte's *The Outcasts of Poker Flat.*

Mark Twain's *Baker's Blue-Jay Yarn.*

As the students note how other people have succeeded in expressing their thoughts and feelings, they catch suggestions that later enable them to express their own. These first stories become a power stimulant to thought.

After the teacher's reading of the short-stories, the students will show a certain curiosity about the "hows" of short-story writing. By taking advantage of this natural curiosity, a teacher can explain with brevity how this type of literature is created and executed. Every fact mentioned in this explanation must be tied definitely to the three short-stories that have been read to the class. The necessity of plot, character, setting, style, and emotional effect are shown plainly; the way in which Poe, Harte, and Twain handled all of these problems in their varying style should be illustrated. This is also the time to discuss the biographical material about these authors which will transform them from mere puppets to flesh-and-blood men before the students' eyes.

•

At this point I usually assign outside reading. Each student is asked to read three modern short stories to be found in current magazines of definite worth. This procedure does take extra work on the teacher's part, but it yields rich rewards usually. The very modernity of these stories impresses the pupils and imparts a certain joy to the reading. Invariably the students say: "Why, this reading is just what I like to do at home!" or "This isn't work at all; it's really fun!" The teacher, of course, must read many stories before she finds suitable ones. Under no condition should she ever recommend stories she has not thoroughly read herself. This is very important, indeed. Generally enough stories can be found in the periodicals of the ordinary high school library. A list of about twice as many stories as there are members of

the class should be posted the first day of the short-story project. Two weeks should be given the student to read these stories. Then a brief critical report should be made by the pupil. (He does not dread this so much if the teacher does not call for a theme that particular week.) The form of this report should be given the pupil, and it should be largely in the form of original answers to various searching questions about the plots, characters, settings, and emotional effects of the stories. Style should be graciously neglected at this point. As yet few students will know what the teacher really means by literary style. Oral reading of the reports is not advisable because all of the students have not read the same stories.

•

Next the students are asked to write (in not more than two hundred words each) a series of papers on the above mentioned short-story essentials of plot, character, setting, etc. In other words, each paper handed in will be either a miniature plot, a miniature characterization, and so forth down the list. It must still be kept in mind, however, that the student needs further direction and the instructor must present the ideas for these sketches to the pupils. Let us imagine that day after tomorrow the themes on character are due. A simple and effective method for the teacher to employ in securing these ideas is to clip from tonight's daily newspaper at least six human interest stories (the type that is found occupying not over two inches of a column at the bottom of the front page). On the following school day these little documents of human courage, success, gallantry, suffering are read to the students and they choose one of the personalities mentioned for their next day's personality sketch. These items should be posted on the classroom bulletin board for the students' reference. Nine times out of ten these compositions are vital, life-like, and compelling, because the ideas that suggested the sketches to the young writers were believable. Following the reading of each paper aloud, it is wise to give a moment or two to any brief, constructive criticism the other students may have to offer. Always encourage the student, who does not think the character in real life would react as the other student's brain child has reacted, to prove his stand in the matter.

•

The next day the news items concern themselves with plot; the following lesson it may be setting, and so forth. These written exercises serve not only to develop the students' ability to write, but they also aid in "putting across" spelling, punctuation, grammar, all of the essentials of good composition, and the "hows" of short-story writing.

After a rather thorough study of how short-stories are constructed and written, it is a good plan to read a few more good examples of very short short-stories. This breaks the monotony for both the teacher and the student, and it generally gives the desired inspiration to the students. Of course, the instructor can choose his own stories, but again here are a few suggested stories which I have found to be successful:—

Edgar Allan Poe's *The Purloined Letter.*
Washington Irving's *The Stout Gentleman.*
Nathaniel Hawthorne's
The Ambitious Guest.
David Swan.
Feathertop.
Joel Chandler Harris' *Free Joe and the Rest of the World.*

Now begins the actual business of writing short-stories. Of course, the students are not yet ready to compose their own stories, but they are ready to do the next best thing—to write an original story based upon some excellent narrative poem. The inspiration for this first complete story comes from the oral reading of several poems to the class by the instructor. Again the teacher may know what narrative poem she would like to use, but here are a few suggestions:—

Edgar Allan Poe's
"The Raven."
"Annabel Lee."
Henry W. Longfellow's
"The Skeleton in Armor."
"Hiawatha."
Alfred Noyes' "The Highwayman."
(Popular ballad) "The Wife of Usher's Well."

There are many other suitable narrative poems. It is simply necessary to choose vital, reworkable, appealingly emotional poems that tell stories and which are not difficult to understand. The story should be apparent after one reading.

•

Before the students actually start to write their stories, it is wise to have them outline their contemplated work as a whole. This outline gives them a working guide with which to begin their writing. It presents the story to them as a whole before they begin to draw the flesh of words over the skeletonized plan. By now the students are quite capable of writing their first short-story based upon the plot of a narrative poem. When the teacher receives these finished literary efforts, he cannot help feeling both surprised and delighted with them. I have received little masterpieces in many instances. For example, once when I used Noyes' "The Highwayman." I received excellent stories based upon this poem and with settings during the French Revolution, the

Elizabethan period, the American colonial period, a fantasy of no time nor place, and a mystery story with a setting laid high in the Balkans, in addition to many good stories of less diversified appeal. The teacher's obligation is to criticize promptly, constructively, and kindly all of the students' stories as well as to give encouragement and praise where they have been earned. How many of us forget that word of praise which might determine a child's future!

The ultimate in this short-story project comes with the original short-stories of the students. In most cases the pupils will know exactly what they wish to write about. Let these youngsters go ahead. Inspiration will again be found in short, human interest newspaper items for the students who grope in the darkness for ideas. It should be made clear to such students that our foremost professional short-story writers obtain many of their story ideas from such news items. If these ideas cannot inspire the student, the teacher must pull an ace idea from up her sleeve and proceed to "sell" it to the hesitant student. I have found that on the average two students in every fifty have to be "sold" a story idea.

You may well ask just what are the rewards of this type of creative work. It would take a page to enumerate all the benefits that can come from such work. Here is only a partial list: (1) these stories always find a welcome place in both the school newspaper and in the school annual; (2) the student gains self-assurance as well as satisfaction from having really created something worthwhile; (3) the instructor teaches his grammatical, punctuation, spelling, composition, and literature necessities in a painless manner; (4) this work is of the greatest importance in teaching reading appreciation and also in interesting the students in outside reading.

The short-story field is but one phase of the English course that can be handled successfully in this subjective manner. Poetry, drama, and the essay can all be worked out in this laboratory style. The novel can also be taught in this manner up to the point of the writing of an entire novel.

Neither is creative work limited to writing or to English courses alone. It is especially applicable to foreign languages and social sciences in the academic field and, of course, all vocational courses. If a teacher can (and what teacher cannot?) introduce original, creative student-expressive work into the classroom, he is at once lessening his disciplinary troubles, increasing student enthusiasm and cooperation, inspiring interest in the subject matter, helping the students to overcome their natural lassitude and awkwardness, and insuring his own status as a teacher by giving to his students constructive self-assurance and knowledge by accomplishing in a pleasant manner the necessary aims and subject matter of the course of study.

Iowa, the Singing State

By JESSIE M. PARKER
Supervisor of Rural Schools
Des Moines, Iowa

THE Iowa Rural Choir movement sprang from an urgent need. Data compiled by Professor Irving Wolfe of the State Teachers College from nineteen Iowa counties, including nearly eight thousand rural school pupils from grades four, five, six, seven, and eight, showed that the average for this whole number who were able to sing any tune at all was sixty-two per cent. Had the pupils from the first three grades been included, the average would have been fifty per cent. or less. This did not mean that rural pupils could not sing—only that they had no opportunity of learning to sing. Furthermore, much of the singing was done in raucous voice and poor rhythm.

Some successful experimental work had been carried on under County Superintendent E. D. Bradley of Muscatine County, using the plan of teaching music by means of the victrola developed by Professor C. A. Fullerton of the Iowa State Teachers College.

Briefly, the plan is as follows:—

Instead of the piano we use a talking machine and a few specially prepared records of songs which meet the criteria of good selections and children's interests and are sung by artist singers. The pupil hears the song, he sings the easy phrases, then the more difficult ones. He hears the correct pattern as often as necessary for imitation. He passes an actual singing and rhythm test, every child in grades four to eight inclusive being eligible to try out for his school and county choir. A simple chart makes it easy for the teacher to keep individual records (a plus when the child can sing the song correctly—a minus if he needs to try again) and enables even the most overworked superintendent

to supervise the progress in music.

In 1930 this choir plan was introduced on a state-wide basis. That year work was begun in sixty-four counties with 7,000 children receiving certificates for having passed the singing tests. The climax of the work was singing by a chorus of three thousand rural school pupils at the Iowa State Fair, children from all parts of the state who had never sung together. The results were good beyond our fondest hopes.

The work has grown by leaps and bounds. It is now carried on in all counties, and more than thirty thousand children passed the tests last year. This does not include those who pass tests on part of the songs selected for the year's work. Many monotones, so-called, have found that they are able to sing. We have many schools in which every child can sing all the songs—one such school having thirty-four pupils.

Rural choirs are now a part of county and district music festivals, and sing with credit to themselves and the teachers of the many one-room schools represented. In 1934 another chorus numbering four thousand pupils sang at the State Fair. At the various 1935 and 1936 eighth grade promotion exercises choruses of one hundred or more children sang. They used some two-part songs, exchanging parts, and each group singing the soprano or alto parts as desired. At countywide festivals the work of these rural choruses compared very favorably with that of grade school choruses with music teachers or supervisors.

The course as outlined contains ten songs for each year with a few optional songs listed for schools advanced in music. The teaching is done by the rural teacher using the victrola records. The junior choirs (pupils below fourth grade) have five special songs, but in rural schools most of the children can sing both groups. Thus when a rural pupil completes the eighth grade he has in his repertoire words and music of eighty or more good songs. He has sung for years, has gained poise and confidence, and can readily enter the high school glee clubs for four more years of training.

The course also includes units in rhythm and theory. As Professor Fullerton puts it, the children "get music into their muscles, as well as into their minds."

•

The choir work is a method of beginning music at the bottom instead of at the top, giving the primer to primer grades instead of trying to feed them Shakespeare.

Grace Van Dyke More in "Putting First Things First" in the October 1930 issue of the N. E. A. Journal said: "The smallest songs for the smallest children can be true art expressions—merely smaller in size than the art song the prima donna sings. . . . I know of no way for children to learn to sing and enjoy singing other than by singing—singing many songs suited to the child's needs and development, songs that furnish the child a means of artistic expression in connection with his many interests and activities—and, always songs that are worthy of study, both in words and music, and songs that are truly beautiful and artistic."

"Too long," to quote the supervisor in the Denver schools, "we taught parlor sophistication instead of real music appreciation." Our Iowa boys and girls are learning to appreciate good music by doing simple things beautifully.

Throughout the program we have had the splendid support of the Iowa State Teachers College, the county superintendents, and other organizations, such as the Iowa State Fair Board during the appearances of our state choruses. President O. R. Latham of the Iowa State Teachers College has made it possible for us to have Professor C. A. Fullerton, author of the plan, and other members of the music department staff, Miss Olive Barker, Professor Harry Kauffman, Miss Alpha Mayfield, Miss Minnie Starr, and Professor Irving Wolfe demonstrate the work for groups of teachers in study centre meetings. Professor I. H. Hart, head of the extension division, and his associate, A. C. Fuller, have always been ready to carry out any plans. Professor Fullerton has been indefatigable in counsel and in demonstrations to teachers and parents.

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As a result of this program and the splendid co-operation of all teachers, patrons, and pupils, Iowa is fast becoming one of the "singin'est" states in the Union.

Fortunate is that graduate who leaves college with a sense of values which leaves him unawed in the presence of great wealth, unstampeded by the rush of fascist and communist invectives. He will have self respect enough not to become a little brother of the rich, selling his God-given honesty for a place among those who believe that the means justifies the end, if the end is their personal aggrandizement. He will also have the sense of discrimination that enables him to see that all rich men are not robbers, and all reformers are not saints. He can face new political, economic, social theories unafraid, weighing their value with the calm detachment of the scholar.—William Mather Lewis, President, Lafayette College.

Whipsnapper Talks to Superintendents

By V. H. CULP
Aberdeen, South Dakota

"Modern educators and school boards take themselves too seriously. A sense of humor is an invaluable ballast."

IT was a meeting of the members of the accrediting association for high schools. The leading educators were present—collecting expense accounts—in the interests of the schools they represented. Yes, most of the educators were there, the sixteen cylinder boys as well as the twelve and the four. From the universities there was an influx of a few twenty and thirty-two cylinder high priests of the profession.

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The writer invites you to occupy one of the rear seats of the auditorium and partake of the accumulated wisdom of the ages. The speaker is Doctor Whipsnapper of Lucky Strike University.

One superintendent to another in an audible whisper: "That guy Whipsnapper will throw a mental bomb into this meeting."

"I attended his classes once, and on the last day," whispered a comrade, "he gave a prize to the dumbest member of the class. He presented a box of cigars to himself."

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Dr. Whipsnapper was introduced by Professor Whirlwind of Frosty Air College.

"Our distinguished guest will now speak on the subject, 'Educational Requirements for Superintendents.'"

"Gentlemen, let us throw tradition to the four winds and face the world as it really is. There are four general types of schoolmen who are deaf and dumb professionally. There are those with a limited background, those whose vision has been obscured by the past, a few who are too tired to turn on mental currents, and those whose present interests wander in other fields. Those individuals do not belong to the profession, but are hangers-on or poor relations.

"One of the besetting sins of modern educators is that the educators and school boards take themselves too seriously. A sense of humor is an invaluable ballast in every profession. The importance of your work is apt to raise your feet from the ground and leave you dangling in thin air. So far as the accomplishments of this meeting are concerned, they closely approach zero, because you refuse to face the facts.

"For instance, this morning you passed a resolution requiring that superintendents have master's degrees. That is the quintessence of apple-jack for the institutions of higher education, but unadulterated baloney for the school men. Just why should a man have a master's degree to be a superintendent? It will not improve his digestion bring him greater happiness, or help him in his job.

"I know the school systems of this country and I know that the duties you perform are far different from those that you would have the world think you perform. You fellows are largely a lot of rubber stamps so far as running your schools is concerned. I should say that courses of study for superintendents should be revised at once by experienced schoolmen who have powers of observation and good memories. A course for superintendents should contain such topics as: How to hold a teachers' meeting; how to select committees; how to speak at social gatherings; how to make figures tell a story; how to direct janitors, clerks, and stenographers; and how to serve the board of education. You may say that such training prepares the candidate for the job of a high class clerk, and strange as it seems you are right.

"Who selects the teachers, often buys the books, selects the curricula, buys the equipment, fires the teachers, hires the janitors, and tells you what policies are desirable? Do *they* have to have any qualifications? They may be failures in business, have an ax to grind, be interested in politics, know nothing about education, and be interested in business advantages indirectly connected with the office. You might pass a resolution that board members in accredited schools should be able to read and write. These honorable members are too often incapable of hiring superintendents, and the chances are that between two candidates they will select the less capable. Since the school board members direct the schools, determine the policies, hire the teachers, and attend to the most important jobs, why should they not be paid for their work instead of donating their technical abilities? It's only common justice that the laborer be paid for expert services. As long as they do the real job, why not require them to have Master's degrees, and some courses in supervision and administration. Say that board members should receive $1,000 a year for their work. The doctor or lawyer would never

consent to a lay group directing his professional activities, as you men are forced to do. Face the issues, men, and as long as you can legislate, require school board members to have a master's degree and receive a minimum of one thousand dollars a year or reduce the number of board members to three and give them $1,500 annually. I hope you boys are as bright as I think you are. Pass the regulations, go home, resign your positions, and become candidates for the school board. You will not have much competition in the elections. Then you can find out how it feels to run a school. My advice is to go into business and the extra income will put you on Luxury Boulevard. Then you can help select the kind of superintendent you don't like to be. If you desire, we will train high class clerks to serve these professionalized school boards who know their job and can direct the educational affairs of the community. Gentlemen, from the expressions on your faces, I'm afraid you don't get the point. If not, you might pass a regulation that all music teachers should have red hair and then figure out your reasons, for you seem to enjoy passing rules and regulations. But in the meantime meditate upon my proposition, gentlemen—it has merit."

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It was literally a case where the seed fell upon barren ground. The conservative gentlemen of the school world did not wish to enter the rough and tumble activities of the business world. They all applauded the venerable doctor, and agreed that he had a remarkable sense of humor.

For a Lively Reading Period

By FLORENCE N. BOWMAN
A Fourth Grade Teacher
Grove Street School
Irvington, New Jersey

"It is too lonely and harsh a world for any child to miss the lifelong thrill"—of books.

IT is probably because I am an insatiate and catholic reader myself, due to an early love of it being instilled in me by my father, who taught me how to read, that I have such enthusiasm for this subject. It seems to be human nature for us to like to share the indoor and outdoor sports we best enjoy.

If we can get into the stride of good reading and carry our pupils along on the wave of interest, half the battle is won then and there.

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The first important step, I believe, especially with pupils of foreign parentage, is to show them very definitely that reading is the key that unlocks the treasures of storyland, and also is the path that leads to success in all other subjects. We say: "Anyone knows that!" Of course we do, but how much effort is made to implant this outstanding theory in the minds of our pupils with any workable vividness. Visual aids of a simple nature will impress this well on eight or nine-year-old intellects. For example, a large key on the blackboard in bright-colored chalk, with simple doors behind it labeled "Adventure," "Fairy Tales," "Indian Stories," "Plays," and "Other Interesting Books" will be remembered, or, to follow the second figure of speech, a path or road may be drawn, similarly marked "Reading" and leading to various other roads or paths designated "History," "Geography," "Grammar," and "Science." If you enjoy blackboard illustration, as many teachers do, work it out as a plain road map. One of my more creative pupils, after an illustration of this kind, brought me a crude drawing of a horse and wagon, the animal designated as "Reading" and the wagon gaudily inscribed "Other Subjecks." This was highly praised for originality and thought, and admired by the class as a real work of art.

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Usually I spend the first day or two of the reading period explaining why it is so very important and discussing reasons. I ask the pupils to make a quick little list of all the reasons they can think of for trying to become good readers. Here is a small Polish boy's paper.

1. To get good marks.
2. So I can read on the box how to put airplanes together fast.
3. To read the funnies in the paper.
4. To do my home work quick.
5. So I am smart.

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In the oral reading period

much can be done to eliminate dull routine. Granted that we always have some better readers than others and that the brighter ones are bored by the others (even though we use group work), the better ones can be ready to help the slower pupils and not to criticize. After the drill on difficult words and other preparatory work, one or two of the brighter children have the responsibility of helping the slower child when he has given the maximum effort and is reaching the point of embarrassment. It is the teacher's responsibility to encourage effort and curtail the "holier-than-thou" attitude. This is especially true in the case of slow children, coming from other school systems, who need encouragement in initiative and group activity. After a few days the class can very rapidly vote on the boy or girl to lead for one or two days, and this makes other children try, so as to be chosen on following days.

I frequently ask at the conclusion of a paragraph what mark the class thinks the child deserves, and after a few days it is surprising how fair the general judgment is. Here is the best opportunity also to stress what we consider points of excellence: good posture (so often overlooked), pronunciation, inflection, effort to make the story interesting, et cetera. I asked a little German girl one day why she thought Mildred rated a "G" (good), and James only an "F" (fair). To which she replied: "Reading comes easy by James and he didn't try much. He leaned over his desk and sounded careless. Mildred stood straight, and sounded her hard words."

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One idea greatly enjoyed by our pupils and worked out by another teacher, but copied by several of us, is to give each child a piece of oak tag and in the first drawing period have a picture of a simple book case drawn with each shelf representing a month, a week, or any unit of time preferred. On the board put a scale in colors as follows: "My Book Shelf in Reading" at the top. Under it: "Excellent" (in purple chalk). "Very Good" (in green), "Good" (in yellow), "Fair" (in blue), and "Poor" (in red). As each child finishes his paragraph, he draws a colored book rapidly on the shelf (his card is likewise labeled "My Book Shelf in Reading" with his name). The pupils keep these cards in their books and are very fond of them, especially when improvement in work makes it possible to change the color of the book. We also used the same idea with flowers in gardens for June and bunny rabbits for April. (In the case of the rabbits they were stenciled in outline first from a simple pattern and filled in as the days progressed.)

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These simple little devices do far more effective corrective work than all the scolding ever devised, and as reading comes near the close of the day in our particular program, it is a time to pep up interest and avoid weariness.

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Our modern flair for movies and radio gives us a wonderful chance to stress the importance of the pleasant talking voice. Children are very alert and sensitive to this. [When you do happen to have a child in the class with an especially pleasing natural voice, explain to the class why this is so and you will see how they try to imitate that particular person.]

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Silent reading skills cannot be spoken of enough. We cannot estimate even roughly how important they are to our tense and rapid life. This is necessary to emphasize to children too. There are many valuable diagnostic tests on the market today, but they are expensive, and we do not always have them at hand. When we do not, a simple little test may be given once or twice a week, with everyone working together. This leads to concentration, ability to find unusual words, speed in reaching the important motif, and other necessary skills. Typical questions on this type of simple test are for instance: (1) On Page 32 in the first paragraph—Who is this paragraph about? (2) In the second paragraph on this page—Why is the soldier afraid of nothing? (3) Turn to Page 33—in the top paragraph—What strange character do you meet? et cetera. After perhaps eight questions of this type, give one or two on word meanings, or ask what word they liked best or person they enjoyed most in the story, or some similar query. These tests are really enjoyed, according to the "Ahs" I hear when I announce one, and it is surprising how many children develop skill in silent reading who are not such star performers orally.

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In our schools we have a table with extra reading books of the most modern and approved type, illustrated charmingly, and also, by courtesy of our town library, anywhere up to forty books. These are available to any child who has no incompleted work or no low marks. Thus the rapid worker is encouraged to delve into spare time literature of a worthwhile character. It is too lonely and harsh a world for any child to miss the life-long thrill that comes from opening the covers of a good book. Our paramount duty as teachers is not just to teach reading as one of our subjects in the curriculum, but to really try to teach every child to love reading.

Our Course in Merchandising

By CARLTON J. SIEGLER
Newtown High School
Elmhurst, Long Island

TODAY, with over ten millions of our workers in the United States unemployed and several hundreds of thousands of young people graduating yearly from our secondary schools seeking jobs, is it any wonder that parents and teachers are asking themselves, "What will I teach my children so that they may have a reasonable chance of securing a job upon leaving high school?" The problem of seeing that our younger generation acquires jobs is much more important than worrying over the lack of employment for the older members of society.

Young men and women graduating each year from our secondary schools are filled with hope, high ideals and a spirit to beat the old world. If these youngsters of eighteen and nineteen years of age who have studied their future vocation for twelve years in the schools are still unable to obtain employment, they will be filled with a bitter resentment for an educational system which teaches ways of living but not the means of living. Through no fault of their own, they study subjects which fit them into already crowded occupations. Here is where our schools failed in their job by not offering vocational guidance to the future wage earners of our country.

It is quite commonly agreed that to deprive these young people of the right to work will force them against their will to be shiftless, criminally inclined, to accept charity and lose their self-respect, and to become dependents upon society. Society suffers when it permits its younger members to look to others for support and takes from them the right to work and be self-supporting.

Therefore, it is of great interest to know that Newtown High School, situated in Elmhurst, Long Island, has taken cognizance of the present state of affairs in our business world, and has twelve distinct and separate courses of study for its student body of over nine thousand (9,000) boys and girls. The embryo course at present is known as the Merchandising course, and is only a few years old.

In the space allotted it will be impossible to give a detailed discussion of each of these major courses of study for the Newtown High School student. But a brief description of the Merchandising course may be given.

The Commercial Department of Newtown High School is divided into three different courses of study. All students in the first year of the different commercial courses take as their beginning commercial subjects both typewriting and business training. At the end of the first year, the students are required to elect one of the three major fields of commercial activities for their future specialized vocation.

These three fields are as follows:—

1. *Secretarial.*

   The course in Secretarial Training prepares the student for the position of stenographer, typist, private secretary, and office clerk.

2. *Accounting.*

   The course in Accounting prepares the student for the position of bookkeeper, and also introduces him into the work of junior accountant.

3. *Merchandising.*

   The course in Merchandising helps to prepare the student for many positions in the retailing and selling fields. There are approximately over four and one-half millions of our workers in the U. S. employed in merchandising according to the following data:—

   (Information Bulletin, March, 1936. Issued by U. S. Department of Labor, Washington, D.C.)

   Employment, Pay Rolls, Wages and Hours in Retail and Wholesale Trades:

Retail Trade	Jan., 1936	Jan., 1935
Employment	3,161,300	3,114,000
Weekly pay roll	$57,115,000	$54,847,000
Weekly hours..	42.0	41.5
Hourly earnings	$0.51	$0.53
Weekly earnings	$21.30	$20.30
Wholesale Trade	**Jan., 1936**	**Jan., 1935**
Employment	1,373,900	1,351,400
Weekly pay roll	$38,553,000	$36,990,000
Weekly hours	41.5	40.5
Hourly earnings	$0.66	$0.64
Weekly earnings	$27.60	$26.10

Each year it is estimated that 250,000 young men and women enter the retail and wholesale trades without receiving any earlier instruction for their vocation. Certainly some training in merchandising will enable the students to secure and hold a position in merchandising much longer and aid them to get ahead more quickly than if they were entirely inexperienced in the field. As Dr. Paul H. Nystrom, professor of marketing at Columbia University, recently said in a magazine article:—

"The place where education for retailing should be carried on is in the high school, many

of whose graduates, perhaps 25 per cent. or more of the total, go directly into the retail business. These schools get young people when they should be preparing for their life vocations as the retailers, wholesalers, buyers and sales managers of the future."—(Dry Goods Economist, November 26, 1935).

Those students who, upon the completion of a year of business training and typewriting, select merchandising as their major field of study have the opportunity to study the following subjects:—

Merchandising 1—Textiles

A detailed study is made of the following topics: Cotton, linen, wool, silk, rayon, and the minor fibres. The fibre is studied from the raw material through to the manufactured product. Weaves, finishing operations, care and laundering are taught not only from the viewpoint of the pupils being future salespeople, but as present consumers.

Samples of the more important textile materials are pasted in the student's notebook, and under each are written the name of the material, weave, finish, width, price, adulteration and uses.

This course also helps the students in planning what kinds of goods will best meet their needs and give the greatest satisfaction. Thus it helps them to solve their problems as consumer-buyers, and is a forward and progressive move into consumer education.

Merchandising 2—Non-Textiles

This is an unusual course as it includes everything that is not a textile. In the plan of study laid out so far, one can see that more stress is placed on knowing the merchandise and less upon the method of selling.

Today, the tradesman knows little more than his customer about the quality and method of manufacture of the goods on his shelves. His only interest is to have a quick turnover and a large profit. Neither the present-day consumer nor seller is conscious of this lack of knowledge of the consumer's problem. Being rushed in this day of top speed, one pays more for goods and likewise buys cheap and inferior goods. Therefore, the first year of work is a course in Consumer Education and is beneficial both to the prospective sales-person as well as the consumer.

The topics covered in non-textiles are: Furs, leather, wood and furniture, paper, rubber, glassware and chinaware, metals, precious stones, petroleum, paints and cosmetics. The history, manufacturing process, selling points, care and use, judging and thorough understanding of what to look for in purchasing individual articles are taken up comprehensively.

Thus the study of textiles and non-textiles, which may rightfully be called the material foundations of modern civilization, will give the student a vocational and cultural background in addition to making him a wise consumer who will receive the maximum consumption values from all his purchases.

Merchandising 3—Salesmanship

Having studied the merchandise, the student is now prepared to sell it. Since we all must employ a certain amount of salesmanship to succeed in life, the course is not only training the students to be salespeople. It aims to indoctrinate them with imagination, high ideals and ethics, the desire to be neat, better speech, ability to meet people and to learn how to co-operate with fellow workers.

Merchandising 4—Principles of Retailing

A study is made of the basic principles of retailing, the history of retailing, store organization, merchandising functions, and mark-up and mark-down, stock control, etc., are some of the various topics studied in this one semester course.

Merchandising 5—Advertising

This course is taught so that the student may be able to appreciate exactly what goes on behind the scenes before an advertisement is presented to the public. The requirements of good English in advertising, ability to write freely, knowledge of layout, understanding of human nature and the study of some of the various forms of advertising are impressed upon the student.

Merchandising 6—Marketing

In a popular sense marketing means the distribution of commodities from producer to the consumer. As we all should know, too much stress in the last fifty years has been placed upon production and not enough upon the distribution or marketing of goods. A Ford automobile may cost $300 to produce at Detroit, but the cost of marketing raises the price to $700 to the consumer. If the consumer would take an interest in the lowering of distribution costs, his standard of living would be higher. Therefore, a study is made of the marketing functions, methods of marketing, commodity marketing, marketing of industrial goods and market research, with the idea of acquainting the students with the need of more efficient marketing.

May it be said, that this course of study is not a criterion, but a suggestion to those schools who feel the need of teaching merchandising.

For the young man and woman who has completed the merchandising course at Newtown High School, there will be the following opportunities of employment in a department

store or in the merchandising field:—

accountant
adjustment clerks
advertising assistant
advertising writer
assistant buyer
credit assistant
junior salesman
office assistant
office clerk
salesman
sign writers
stock clerk
stylist
head of stock
window decorators

Positions that will later be opened to these young men and women with experience in retailing are:—

advertising manager
merchandise manager
artists
auditor
controller
credit manager
display manager
employment manager
manager packing and wrapper
owner of own store
public relations director
purchasing agent
sales manager
statistician
training director

"I Pledge a Legion"

BY A FORMER HIGH SCHOOL TEACHER

IT was a good many years ago that I first heard the statement, "Incidental teaching is accidental teaching." In later years I listened to and read arguments on whether the omission of drill results in incidental teaching. The best answer to that question is that "It all depends." It depends partly on what is being drilled or not drilled, but it depends more on concepts.

"Practice makes perfect" is another saying which has done much harm to teaching and to learning. In many cases practice makes for imperfection.

Concepts are probably the most important thing in education. They are of the utmost importance in the learning process, but they are amazingly neglected in teaching. From the neglect of concepts and symbols comes the fixation of wrong ideas. Everything a boy or girl reads or hears or sees produces a mental picture, a concept.

"Beneath the spreading chestnut tree
The village smithy stands."

Until I was a freshman in high school I thought the smithy was the blacksmith, and I venture to say that today in our modern schools there is many a pupil of junior high school age who thinks the smithy is the blacksmith.

Mr. Superintendent of Schools, what concepts do your junior high school pupils have when they recite the pledge to the flag? Now, this article is not at all concerned with the question of the advisability of teaching and repeating the pledge to the flag and to the Republic. It is concerned with the question of whether the procedure of teaching the pledge and having the pupils repeat it *is* teaching.

In a fairly large high school in the present school year the principal had the English teachers have all members of the junior class write the pledge to the flag from memory. These pupils have been repeating the pledge every school day for several years. Counting errors in spelling and other errors it was found that less than half of the pupils could write the pledge correctly. But errors in spelling and in correct English were insignificant in comparison with wrong concepts. "I pledge a legion" is the beginning used by a considerable number of the boys and girls. Here are a few of the pledges as written by these pupils:—

"I pledge the legions to the flag
Of the United States of America
And to the Republic for which it stands,
One nation indivisably and Justice for all."

"I pledge aligion to the flag of the United States of American and to the republic to which it stands connation invisable and liberty and justice for all."

"I pledge allegiance to the flag, of the United States of American;
And to the republic for which it stands,
One nation in the visible, with liberty
And justice for all."

"I pledge the legion to the flag,
Of the United States of America,
And to the Republic for which it stands,
One nation, individual liberty,
And justice for all."

One boy, when asked what picture he has when he says, "I pledge a legion," replied: "The American legion marching." That was his concept. Another, who had written, ". . . one nation invisable with liberty and justice for all," said he thought of the country so wide it couldn't be seen by all the people.

The thing that is wrong in this situation is not an absence of concepts, it is the building up of wrong concepts. The concepts are present. They have to be because as already stated when we read, see or hear anything the reading, seeing or hearing produces concepts or symbols. And while the failure of these young people to understand the pledge to the flag is something to shake our heads over, it is relatively of very little importance unless we school teachers, supervisors, and superintendents recognize in it the importance of concepts in the teaching and learning processes.

All too frequently we assume that children understand the meanings of words, phrases, sentences and paragraphs which are beyond their powers of comprehension unless in teaching we consciously build up the correct concepts. Even when the meaning of every word in a sentence or paragraph is understood the meaning of the whole may easily escape the grasp of the pupil unless proper concepts are developed. Dr. Will S. Monroe, professor of psychology, used to test seventh and eighth grade pupils for concepts. He tested in various ways, sometimes by having the pupils illustrate meanings by reproduction in their own words, and sometimes by drawings. One of his authentic examples was "The old oaken bucket, the moss-covered bucket, the iron-bound bucket . . ." Several eighth grade pupils drew pictures of three buckets and labeled them: (1) The old oaken bucket. (2) The moss-covered bucket. (3) The iron-bound bucket. Some of Professor Monroe's students thought he was "spoofing," but his examples were selected from pupils' papers.

Now We're Correlation-Conscious

By ELEANOR E. SANDT
The George P. Phenix Training School
Of Hampton Institute
Hampton, Virginia

For a solid week in this school teachers emphasized the overlapping of other studies with their own.

EDUCATION experiments, as indications of educational needs, rise simultaneously in many places. The need of the past few years for greater coherence between courses and less specialization has shown itself in an increasing number of correlation projects and a crop of "new curriculums."

Following is an account of one such local manifestation. The history of the experiment is presented in the hope that it may prove suggestive. The results are indicative, rather than conclusive. If we have proved little, we have experienced much, and we believe that such experience *is* education.

"Reading maketh a full man; conference a ready man, and writing an exact man." The high school faculty of the George P. Phenix Training School put its exactitude to the test of writing. On a questionnaire presented at faculty meeting each member was asked to answer the following questions:—

1. What is your conception of the purpose of education?
2. What experiences should the school offer children?
3. What is the purpose of this school?
4. Do you consciously draw upon the other activities of the student's daily life to augment his growth through your subject field?
   (a) To what extent?
   (b) In what manner?

At the same time each was asked to give a brief account of what he considered the relation of his subject to the others being taught.

The questionnaires were anonymous, but revealing. From them the Faculty Meeting Committee sought material for future discussions. Out of them grew the experimental project known as "Correlation Week."

The teachers had listed definite material by which their subjects could be tied up with those of others. These suggestions were compiled and augmented, the possibilities unfolding as the committee worked. Then the following letter was sent out:—

"To Members of the High School Faculty:

"A consideration of the answers to the questions recently submitted to the faculty has suggested both a need and a means of satisfying it.

"Obviously we all need more frequently to consider our personal beliefs and purposes in education. We need also to broaden our knowledge of the other subject-matter fields to be sure that we are doing everything possible to enrich our work. We need occasionally to consider the work of the school as the sum of all its parts.

"The specific correlations on the chart, which we filled in, indicate: first, that we could find correlations between *any* two subjects in the curriculum; second, that pooling our ideas and suggestions would be of common benefit; and third, that if a definite time were set to experiment with correlative material these suggestions and others might be more frequently employed in our daily teaching.

"The committee offers you the following project in the hope that you will consider a week of exploration with your students worth as much as a week spent on the beaten track.

"The week of December 3rd will be 'Correlation Week.' Everyone will abandon his scheduled plan for a view of the entire educational field and the relation of his subject to it.

"Each day of the 'Correlation Week' will be given over to a united presentation of one of the five most common subject fields according to the schedule that follows:—

Monday .....History
Tuesday .....English
Wednesday .....Music
Thursday .....Mathematics
Friday .....Science

In other words on Monday *everyone* will teach *history* in its relation to his subject. The student should find history in some aspect wherever he goes. Let us help him recognize this. On Tuesday—English, and so on.

"Time does not allow us to indulge in a business day, a home economics day, an industrial arts day, a physical education day, or a Bible day, though they would be equally possible and profitable. But we hope the teachers of these subjects will come with us into the suggested fields adapting their subjects to comply with the schedule.

"The definite suggestions of material, compiled from the various charts submitted by the members of the faculty, will be distributed Friday, November 23rd. Consult the list for ideas new to you, and turn into the committee others that occur to you.

"Let's see how much general information we can find to enrich and enliven our subjects. In this experiment we should lead students to make correlations of their own and to transfer activities and thought processes from one field of learning to another. Above all we should help them to see that all subjects are parts of one whole and that discoveries about that whole are interesting and satisfying experiences. . . ."

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The reaction was in the main favorable. Some murmured about time lost from the course of study; one felt she was already doing everything possible, but nearly everyone welcomed a change and a chance to experiment. The staff was out to discover new possibilities in education. The students were to assist in the discovery. The entire organization was leaving the beaten path for a week, and going exploring.

The next step was to present the matter to the students. They, too, were given an unexpected questionnaire.

The students' conception of the purpose of education was discouragingly mercenary. Almost without exception they asserted that they were getting ready for life—not living at present, and the life they were preparing for was one evaluated in terms of economic prosperity.

When faced with the question, "Why are there so many subjects to study?" a thinking 10 per cent proclaimed that all subjects are related, that "There is only one subject—the first—when you study that you find you must study all." About 50 per cent. sensed some broadening viewpoint to be achieved. Twenty-five per cent. maintained their mercenary outlook. They believed the school was giving them samples of vocations from which to choose.

The questionnaire was followed by explanations of the plans for the week. Our purpose for both staff and students had become two-fold.

We hoped as an immediate result to make teachers more aware of subject matter outside their own fields, and to help them to see possible correlations that might become incidents of their daily teaching. For the students we purposed to give help in making correlations of their own and to lead them to transfer activities and thought processes from one field of learning to another.

Ultimately we dreamed of instilling in both faculty and students a stronger sense of the unity of knowledge, of the whole body of information that should be the coherent result of the educational process, and a realization that education is literally a "leading out" into new experiences, experience that is in itself living and not a mere preparation for life.

An illustration of the material used in one course may make the week's activity more concrete. The senior English classes had just completed the first reading of *Macbeth*. They were concerned with the following problems:—

Monday—History Day:—

The historical background of the Macbeth story.

What were the true incidents?

Which characters are historical?

What places are real?

(Map work.)

Why did Shakespeare make changes in the story?

Tuesday—English Day:—

The comparison of *Macbeth* with modern detective stories.

What causes of suspicion?

What clues to the solution?

Wednesday—Music:—

The rhythm of blank verse.

The rhythm of the witches' chants.

Sound effects in the play.

In Shakespeare's time.

In modern productions.

Thursday—Mathematics:—

Computation of time elapsing in the play.

Parallel structure in sentences about the play.

Comparison of characters.

Comparison of history and the play.

Friday—Science:—

The effect of science on play production.

Modern stage effects in *Macbeth*.

Moving picture possibilities in *Macbeth*.

The week itself passed quietly. Some were able to fit the correlative aspects into the pre-arranged course, so that little change was necessary; the correlated material was incidental. Others abandoned their original schedules to concentrate on a series of general lessons in which, for example, historical and mathematical views of their whole subject-matter field were discussed. Noticeable were the conferences between teachers who previously seemed to have little in common.

The results of the project throughout the school are difficult to estimate in terms of our purposes. The occasions when students refer to it or bring in

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information acquired at that time are frequent proofs of a lasting impression. That there is some of every subject in every other is now an accepted fact to all of them.

An attempt to evaluate the faculty reaction was made in a second questionnaire, presented at a faculty meeting some weeks later, after enough time had elapsed to permit a retrospective view. The questions were as follows:—

1. Do you feel correlation week gave you a broader view of the possibilities for guiding your students through your subject field?
2. Do you feel correlation week gave your students a broader conception of the possible applications of your subject field to their lives?
3. Did you find interest in your subject increased?
4. Did you correlate your whole subject field or just details of unit under consideration?
   Subject field.....*(Check)*
   Unit details.....
5. Should the experiment be repeated?
   Each semester.....
   Each year.....
   Each two years.....
6. Has it influenced your conception of education?
7. Please give
   (a) Constructive suggestions to be used in case the experiment is repeated; or
   (b) Reasons why the experiment should not be repeated.

•

All but two agreed that the experiment had given the teachers a broader view of the possibilities for guiding their students. All but one felt it had given the students a broader conception of the possible applications of their subject fields. Everyone perceived some real benefit, to teacher, to student, or to both.

The majority felt the interest in their subjects increased. A still greater majority felt the week had influenced their conceptions of the purpose of education and brought a reawakening to the need for wider general knowledge—to offset the danger of slipping into the habit of teaching subject matter instead of children.

One third felt it should be repeated every semester, another half that it should come once a year. The few who were not in favor of repeating it felt it was unnatural, and that correlations should be made less obviously—the very teaching situation which we were trying to effect by the drastic method of making everyone "Correlation conscious" for one week.

Constructive suggestions were plentiful. Most of the teachers had based their correlations on unit details rather than on the whole field. As that seemed the easier, as well as the more natural, procedure, it was recommended that it be made uniform another time. Further suggestions were as follows:—

That the week be planned when the course of study was made out;

That a summary day (or introductory day) be provided when each teacher could present his subject in the light of all others;

That the visual presentation of the unity of subject matter fields might be worked out in diagrams and charts for posters;

That departments have an interchange of outlines previous to the week;

That the week, when repeated, cover the subjects excluded this time;

That classes meeting only twice a week be "given permission" to continue the program until all subjects are covered;

That the same procedure be adopted to stress social qualities, as a day for neatness, a day for politeness, and so forth;

That the teachers be required to turn in for general use a record of their week's activities;

That one day a week for five weeks might be more effective than a solid week.

Such an array of workable suggestions is proof of good will toward the experiment. It is also proof of a faculty thinking about ways and means of drawing their individual materials closer to those of others, of breaking down the barriers of subject-matter fields and of contributing to one body of experience.

Refreshing in itself, the week later proved to be excellent preparation for the adjustments incident to the adoption of Virginia's "Core Curriculum." The practicability of that rather idealistic plan will depend upon the success of group meetings and upon the capacity of individual teachers to share their educational responsibilities.

Through Correlation Week we became aware of the necessity for working together, not as departments concerned with subject matter, but as informal groups concerned with children. We gained by contact a broader view of the work throughout the school. Finally we made personal our conceptions of the purpose of education and found in our individual subjects, new and interesting possibilities.

Suggested Correlative Subject-Matter for Use in English Classes

History

A source of topics for oral and written composition.
Historical novels and biographies.
Social conditions revealed through literature.
Comparative charts of history and literature.
Influence of historical changes on literary expression.
Study of the origin of the English language.

French

French elements in the English language.
English grammar taught as the basis for study of French grammar.
Masterpieces of French literature read in translation.

Science

Nature in literature.
Science in detective stories.
Scientific terms in the language.
Influence of science and invention on stage craft.
Conceptions of science in ancient and modern writings compared.

Mathematics

Arithmetical division in an outline.
Balance in a sentence (parallel structure).
Proportion in similes.
Reading problems involving dates and ages.

Home Economics

Home life revealed through literature.
Choice of books for a home library.
A source of material for exposition.

Business

Salesmanship talks in public speaking.
Necessity for clear expression in all business intercourse.
Business letters and telegrams.

Physical Education

Posture in the classroom.
Writing of sports reports as news items.
Dances from literature.

Bible

Religious principles as literary themes.
Biblical quotations in literature.
Sources of ideas in *Paradise Lost, Pilgrim's Progress,* etc.
Origin of drama in religious ceremonies.
Examples of poetry, story, drama, essay in the Bible.

Industrial Art

Exposition (written and oral) of shop work.
Play production devices made in the shop.

Music

Rhythm in music and poetry.
Writing parodies and school songs.
Study of familiar hymns for poetic thought and poetic devices.
Music in the origin of the drama.
Poets whose songs have been put to music.
Tone quality in public speaking.
Enunciation in singing.

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Segregating the Anti-Social

By CHARLES O. HOGAN
State Home for Boys
Jamesburg, New Jersey

In a school of seven hundred boys, twenty were found to need separate treatment, and a special class was formed. The author writes from his experience as teacher of this group.

TO the laity and average school administrator whose interest in the realm of psychology has been educational rather than therapeutic, I feel that the education of the psychopathic child has been considered outside the province of the public school system. To many the psychopathic child is one who has made an excursion across the sanity line; he is an institutional case. These are some of the many fallacious interpretations of the term. As a result little or no provision is made for the education of this group. Contrary to popular belief the psychopathic child is often of good intelligence, leadership and morality. Sometimes the gravest indictment against him is his ignorance of the techniques of social contact. Succinctly he is a personality problem who will not adjust to any of the multiple classifications or groupings organized for ability and interests. Because of the inadequacy of the school to cope with this type child he has as a result failed to achieve recognition and success in the schoolroom and has frequently sought it illegitimately. Soon a very common course of delinquency is recorded against him and the belief grows that psychopathic children are institutional cases. At present some of the institutions to which these delinquent psychopathic children are committed have recognized this anomaly and are taking the first step forward in the education of these children. This is, indeed, subtle castigation of the public schools.

It has been my privilege to be the sole teacher in an experiment anent to teaching academic subjects to a group of psychopathic boys. A detailed account is not possible at the present time. Some of the results to date have been auspicious and encouraging. Because the facilities at hand and the theory applied are not far removed from those of the average school system, I am enunciating a plan for the initiation of such training in our public schools. It cannot be discounted as a fad or frill because after a description of an actual situation, I believe, schools harassed by stringent economy will find it salutary.

In a school of seven hundred boys about twenty were found seriously psychopathic in that they provoked discipline problems. These twenty were segregated into one group with one element in common, i.e., their anti-social traits. It was necessary, however, to divide this group into smaller factions because of the different grade levels and previous school experience. In a group of twenty I have found that the classroom work can be organized from three to five different grade levels. How the teaching of these different levels is managed is not novel. Many teachers at present are teaching three or four different ability groups in one class. There is this significant detail, however. The teacher in charge should be a natural psychologist or one who has a little contact with the study of mental hygiene. With the present influx of teachers, this demand should not be difficult to satisfy.

To the teacher who has not seriously considered the question of personality all personality problems appear the same. Similarly it has been said that all cats look gray in the dark. This, of course, is due to unfamiliarity with the situation. The teacher who works with a psychopathic group will soon come to discern definite twists of personality. Some of the deviates will have illusions of persecution or grandeur (paranoia). Others will be cyclic in behavior. At times they will be intensely active and then profoundly pensive (manic-depressive type). Some will be dual (schizoid) by being constructive in one situation and destructive in another of the same nature. The list can be extended. After such peculiar aspects of personality twists as these are understood, the teacher to pupil contact and the pupil to pupil contact can be managed by a competent teacher with a little tact and some of the alleged common sense. A teacher in directing such a group would have opportunity to study the cause of the personality problems. Usually they can be attributed to some irritant in environment or to some mental dysfunctioning (psychosis). Under sympathetic understand-

ing many of these malcontents can be and are returned to regular classroom work in as short a time as seven months. During the interim the entire school is relieved of their negative influence by this grouping.

In adapting such a set-up there must be no stigma attached as it would aggravate the sensitiveness of the group and bring obstructive defence mechanisms into play. It has usually been considered good therapy to present such groups as superior ones.

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

She Will Get Up.

"Don't you think that it is unreasonable for you to get me up at three o'clock tomorrow morning?" asked the mother of one of our senior boys as I answered her telephone call.

I told her that such an idea had never entered my mind.

"You told my son that he ought to take the four o'clock train tomorrow morning for that school conference. How do you think that he can do this unless I am up to get his breakfast?"

"By all means let your son get his own breakfast," I replied. "Have him set his alarm clock, bid him goodby before he goes to bed tonight, and then he can slip out quietly in the morning without disturbing anyone."

The mother was unconvinced. She will get up in the morning at three o'clock, prepare the boy's orange juice and cereal, pack his bag, see that he has a clean handkerchief, hand him some spending money, and kiss him goodby. She probably will get the father up to carry the boy the short distance to the train. Then she will go back to bed and think what a dutiful mother she is!

Sometimes I think that children who come up in neglect often have a better chance in life than those who are petted and pampered by over-solicitous parents.

Exchange of Teachers

We have an arrangement this year whereby we exchanged teachers with the high school in Lewiston, Idaho. Their Miss Lola Berry is here with us, and our Miss Gladys Young is out there.

A practice of this kind is common with colleges but high schools do not seem to have adopted it to any extent. The benefits, however, would appear to be as great for secondary as for collegiate institutions.

The teacher from the West brings into our school new methods for the classroom, new administrative ideas, a new spirit. She broadens our horizon. We have learned many things about the climate, the products, and the topography of the state from which she comes. She enlivens our eastern conservatism with the cordiality characteristic of the West.

Our teacher in Lewiston sends us long letters about rodeos, magnificent scenery, and hospitable firesides. She writes us about ideas and practices that she feels we might profitably adopt. She is planning to come home through the Panama Canal.

We are indebted to Miss Berry and to her superintendent, G. W. Todd, for working out this plan. I believe that such an arrangement might well become common in our schools.

WINSTON FLASHES

BOYS and girls of Norway, Sweden, and Finland are measured for their first pair of skis when they are three years old.

UNIQUE are the J. Russell Smith Geographies (for Grades 3 to 8). Dr. Smith is the only geography author who visited every country about which he wrote (except North and South Poles); took many of his own pictures; and wrote the texts in the first person.

ALTHOUGH Leonardo da Vinci spent much time devising ingenious military weapons he suppressed the invention of the submarine boat because he felt it was too satanic to be placed in the hands of men.

SCRIBBLINGS on Roman walls have quite a modern note: "A blonde has taught me to hate brunettes"; "Epaphra! You're no ball player." Reader interest plus accuracy and perspective are among the characteristics of ON THE ROAD TO CIVILIZATION (Heckel and Sigman), the attractive new world history for high schools.

WHEN Alexandre Dumas went to Paris in 1823, he had but one accomplishment—beautiful penmanship. Dumas' THE THREE MUSKETEERS is one of the widely read titles in THE WINSTON CLEAR-TYPE POPULAR CLASSICS SERIES, which now comprises 35 literary masterpieces. Send for full list of titles.

LARGEST lump of gold ever mined—weighing 150 pounds—was found in Australia just below the surface of a road where wagons had been passing every day.

ORIGINAL school dictionary actually made for boys and girls and neither an abridgment nor an expansion of any other dictionary was THE WINSTON SIMPLIFIED DICTIONARY. Most recent achievement is THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS. There is an edition of "the modern authority" for every school need. May we help you solve your dictionary problem?

ONLY portrait for which William Penn ever sat shows him in full armor.

REMARKABLE has been the success of schools using the Cleveland Plan for the teaching of modern languages. The Cleveland Plan is based upon the philosophy that "the ear is closer than the eye to the brain cells that direct our speech." Or, as Dr. de Sauzé, originator of the Plan, says, "You have to see a word 100 times to recognize it. Hear it 20 times and see it 5, and you may claim it as your friend." Built on the Cleveland Plan is COURS PRATIQUE DE FRANÇAIS POUR COMMENÇANTS, by E. B. de Sauzé. Wish complete information?

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Psychological Clinic

Conducted by HELEN F. CUMMINGS, Ph. D.

Research Assistant, Department of Educational Investigation and Measurement, Boston Public Schools

You are cordially invited to consult Dr. Cummings about any problem of mal-adjusted personality. The service is free.

Dear Dr. Cummings:

I have read your page in the Journal of Education with interest. I note your last comment on testing programs.

I would appreciate what tests, both mental and achievement, that you would recommend for use in a junior high school. Do not suggest too great a variety or too big a program as we are limited in finances, but we do need something to help us in our guidance as well as to evaluate subject teaching.

J. T. P.

Comment—

I am always glad to aid in any testing program. The adjustment of the many is as important as the adjustment of the few. Will you pardon me for reprinting the quotation slogan which appears at the top of your letterhead.

"The common school is the bulwark of those democratic ideals and rights for which mankind has sacrificed and suffered throughout the ages."

It is apparent that you are carrying the spirit of this thought into your work as administrator. I am sending a personal reply to your request.

•

Dear Dr. Cummings:

I note with interest your comments in articles headed "Psychological Clinic" appearing in the Journal of Education.

We have a problem case classed as a "gifted child."

A boy, six years old September, 1936; normal physically; mentally, very superior. He is in the first grade, he can read a college textbook and pronounce most words correctly. He reads the daily newspapers and magazines and talks intelligently about what he reads. His comprehension is very good. He is superior in his number work, and writes better than the average for his grade.

Do experiments show that it is better to promote this type of abnormal child faster than normal children or is it better to require them to complete each grade as others do?

Our system is small with no special arrangements for abnormal children of any type.

I shall appreciate any findings you may have from your studies or observations relative to this type.

F. B. M.

Comment—

It is the obligation of the school to provide every possible opportunity for the superior child. In recent years we have emphasized our obligation to the child with lesser ability, forgetting that our obligation to the child with superior ability is equally as great.

An enriched curriculum on the different grade levels is preferable for this type of child after a proper grade placement is made on the basis of his mental age, educational age, and physiological age. From that point special education must be provided continuously for this boy whom you have identified thus early in his school life. He must be educated for leadership by means of this enriched course under the expert guidance of a teacher superior in intelligence as well as in preparation, who will have a sympathetic understanding of the boy and the problem which he presents. Since your system is small this same teacher might carry on the entire elementary school program with him. You might be interested in reading "Teaching the Bright Pupil," Adams, Fay and Brown, Henry Holt & Company, New York, and "Enriching the Curriculum for Gifted Children," Osburn, W.J., and Rohan, B.J., The Macmillan Company, New York. In general I am not in favor of accelerating pupils who are mentally, socially, and physically far above normal more than two years on reaching the sixth grade.

•

Dear Dr. Cummings:

I am in charge of the rapid advancement class in an elementary school, and one of my most promising pupils, M., is giving me much concern. His school work is excellent but during the past few months he has begun to annoy the children on the playground, and to engage in petty thieving in the schoolroom. His mother says that he takes money from the home also, and that he frequently stays out late at night without permission. She has a younger child to care for and finds it difficult to follow the boy on his wanderings after school hours. M. has taken advantage of mother's pre-occupation with baby, and is openly disobedient and defiant towards her. At present M. is ill in the hospital and I would like your advice about the attitude I should assume towards his conduct disorders when he returns to school. I know that if he persists in his present type of conduct his school work will suffer ultimately.

A. F.

Comment—

M's a-social conduct arises from a desire to get attention from home and school. He is suffering from a hidden emotional maladjustment which is manifesting itself by these different types of undesirable behavior—stealing, bullying, lying, and disobedience. By praise and approval of his right conduct his behavior difficulties will doubtless vanish. He needs healthy comradeship with his parents, his interest in the younger member of his family stimulated, good habits of recreation, more praise, and less condemnation. Begin now by having the children send simple remembrances and flowers to him.

The News Digest
OF EDUCATION

To Avoid Politics

Supt. Elliott Urges Office Be Abolished

LANSING, Mich.—Dr. Eugene B. Elliott, superintendent of Public Instruction, recently recommended that his own job be abolished. He proposed in a statement to the Governor and to the Michigan Advisory Commission on Education that an enlarged state board of education be established by constitutional amendment, with power to appoint an executive officer. Dr. Elliott urged this change on the ground that this action would remove this office from the field of politics, and liberate the superintendent of Public Instruction from the necessity of devoting so much time to political activity, and instead give more energy to administering public education. He further recommended that state aid to the public school system be "increased substantially." In addition he urged the passage of a tenure law, repeal or modification of the teacher oath, and the granting of direct financial aid to the construction of school buildings.

To Bridge Gap

School Teachers Get New Training

SYRACUSE, N. Y.—A new professional approach to the training of public school teachers will be inaugurated next fall at Syracuse University's school of education in an effort to bridge the gap between theory and practice. In place of education courses modeled upon academic tradition, the new program will offer "units of work" centred about essential attitudes, skills, and knowledge important to effective service in schools. Senior students will be required to spend at least six consecutive weeks of actual teaching in public schools in central New York. The university's "new deal" in education will become effective for students preparing to teach English, home economics, social science, and the physical and natural sciences.

Current Events

Surprise Quiz Brings Many Strange Replies

FALL RIVER, Mass.—A questionnaire on current events given to pupils in the public schools here revealed some amusing and baffling conceptions of present-day affairs. Asked to identify John N. Garner, one pupil answered "a Senator" and another wrote "Vice-president under Hoover." John D. M. Hamilton was identified as "the first Secretary of the Treasury under Washington," and Maxim Litvinoff was "a violinist on Eddie Cantor's radio program." The test was sprung on the children without preparation and without warning, simply as a test of their knowledge of current news. Surprisingly, most of the older pupils were aware of the American Federation of Labor's problem with the C. I. O., and also were familiar with the regular clipper plane service across the Pacific. Foreign figures fared badly in the hands of the pupils. Mussolini was "an Italian dish" and Leon Blum was a noted flower grower.

Harvard Starts International Broadcasts of Class Lectures

CAMBRIDGE, Mass.—What is considered to be the first international broadcast of college classroom lectures began at Harvard University the middle of last month as an educational experiment, with a view of continuing the lectures as a regular part of the university program. The first broadcast was over the short wave station W1XAL, at 11.79 megacycles. George B. Weston, associate professor of Romance languages, spoke on "Dante" in Emerson Hall, Harvard, before students concentrating in ancient and modern literature.

The station is a non-commercial station financed by private donations and a grant from the Rockefeller Foundation and is devoted entirely to educational and cultural programs. The venture follows the successful W1XAL broadcasts of the Tercentenary Conference of Arts and Sciences last September.

Classroom broadcasts are expected to include lectures in the fields of literature, music, philosophy, history, economics, government, and some of the sciences, according to Dean George H. Chase, of the Harvard Graduate School of Arts and Sciences and chairman of the university committee on broadcasting.

Dr. Chase said the broadcasts are "frankly an experiment," and added, "We believe that most of the public lectures given in Cambridge and many of the lectures which form parts of formal courses offer orderly discussions of problems of general interest, and, without any attempt to adapt them for broadcasting, will appeal to many listeners.

Plan Exhibitions

"Olympics" in Arts To Start Next April

PHILADELPHIA. — The "cultural Olympics" program, sponsored by the University of Pennsylvania to provide competition in the fields of fine arts, will get underway with a series of district and regional exhibitions in April, according to detailed plans announced on the campus by Dr. Frederick C. Gruber, the director. District exhibitions will be held during the first three weeks in April. Co-operation and the sharing of experiences, rather than competition, will be stressed at these district exhibitions, and no awards will be made there. Near the close of April there will be held regional exhibitions at which the best work from the district exhibitions will be features. From these regional exhibitions, in turn, will be selected the work to be exhibited at the final festival of the year, which will be held at the university in May.

Cody Honored

Awarded Membership In Dental Society

DETROIT, Mich.—Honorary membership in the Detroit District Dental Society was conferred upon Superintendent Frank Cody at a recent meeting of that body. This recognition of Dr. Frank Cody is the second honor which he has received from a medical organization. In May, 1934, he was presented with an honorary life membership in the Wayne County Medical Society. Very few men enjoy this distinction, according to a communication from the society.

Mass Methods in Education Criticized in Carnegie Report

NEW YORK. — The question of whether society can proceed successfully on the assumption that "there is only one pattern of culture or liberal education to which all must be admitted" was raised by the Carnegie Foundation for the Advancement of Teaching in its first publication since 1932, a 182-page bulletin by Dr. I. L. Kandel, professor of education and associate in the International Institute, Teachers' College, Columbia University.

Dealing with examinations and their substitutes in the United States, the bulletin stresses that it is the problem of education throughout the world "to avoid the emergence of educated proletariats with the tragedies that have been witnessed in Europe as the direct result of overcrowding in certain professions."

"The nineteenth century was marked by efforts to establish universal compulsory elementary education," Dr. Kandel says. "The twentieth century has already begun to recognize the inadequacy of elementary education as a preparation for life in the complex world in which we live.

"Mere extension of the suffrage based on a training in literacy alone is no longer adequate. Citizenship in the modern world demands not only a longer and more intensive but a more specific preparation than has been provided hitherto."

Continuing he declares that: "The importance for society of a well-trained body of individuals is everywhere being recognized. It means that measures must be devised whereby each individual may receive that type of education from which he can best profit. The essence of the problem is the validity of education."

Commercial Education

No Federal Funds For Pioneer Boston

BOSTON. — Boston's pioneering in the field of commercial education is depriving the city of an income from the federal government of $1,000,000 a year, John C. Broadhead, assistant superintendent of schools in charge of industrial education, told the school committee recently. He declared that although the federal government reimburses 50 per cent of the cost of public school commercial education in most of the states of the country, Boston, which has between 12,000 and 15,000 commercial high school pupils, does not enjoy this benefit. Broadhead explained that other states were being reimbursed because they did not begin it until after the enactment of the Smith-Hughes law and reimbursement is made only for new phases of education inaugurated after its passage. Steps are to be taken to petition the representatives in Congress to seek amendments to the Smith-Hughes law to permit the state's participation in its benefits.

Department Head

Dr. Barton Morgan Replaces Dr. Lancelot

AMES, Ia. — Dr. Barton Morgan, member of the vocation staff at Iowa State College since 1923, has been named head of the department of vocational education, according to Dr. Charles E. Friley, president of the college. Dr. Morgan replaces Dr. W. H. Lancelot, who requested that he be relieved of duties as department head. Dr. Lancelot will continue as professor in the department and as chairman of the college council on teaching and the bureau of educational service. Dr. Morgan, the new department head, has held the title of associate professor for the past seven years. Prior to his coming to Iowa State thirteen years ago he taught in high schools in Iowa, Missouri, and Washington. He is a graduate of State Teachers College, Kirksville, Mo., and obtained his doctor's degree at the University of Iowa. Dr. Morgan is widely recognized as a leader in rural education.

Income

Students Earn $30,681 In Year in N. H. School

CLAREMONT, N. H.—During the year 1936 the students of Stevens High School of this town earned a total of $30,681, according to a survey conducted by Headmaster Stephen A. Doody among the 650 students in the school. Surveys show that the earnings of the pupils in this school hit an all-time high of $45,269 in 1929, and in 1935 amounted to $25,911. Figures show that the earnings for the year by classes were as follows: Seniors, $9,717; juniors, $8,648; sophomores, $7,379, and freshmen, $4,935. Of the earnings for 1936, $16,276 was termed summer earnings.

Self-Help

Learn to Think, Urges Educator

LINCOLN, Neb.—You don't have to be unusual to be a genius, says Professor R. P. Crawford, of the University of Nebraska. Furthermore, he advocates "skimming" by readers of books, asserting "intelligent skimming" enables some men and women to be highly educated. The professor also is in favor of "scientific loafing" as an aid to thought. He assures "ordinary people" that original thinking can be developed by themselves.

Exchanges in Public Schools Follow Lead of the Colleges

PASSAIC, N. J.—Public schools are beginning to follow the lead of the colleges in exchanging professors and students. Dr. Elmer Scott Holbeck, principal of the Woodrow Wilson School here, recently completed a one-year exchange with George Hetzel, principal of a junior high school in Pasadena, Calif. This exchange was effected under adverse circumstances, such as getting around a law in California which forbids State employees to work and receive money outside the State.

Interest in the exchange idea on the part of the laity as well as of school people and school systems is now widespread, according to Dr. Holbeck. The city of Akron, O., hopes to exchange as many as twenty teachers a year with other teachers in distant cities.

"Advantages of exchange include the integration of school systems, acquisition of broad educational experience, observation of new methods and conditions, and opportunities to travel and to scrutinize different social and political viewpoints," Dr. Holbeck said.

"Moreover, a change in leadership breaks up routinized and mechanized administration. In a new situation opportunities for leadership are provided, while the position relinquished can be more constructively criticized. Recommendations are of interest not only to the local school system but to State and other communities in that State."

In the recent exchange, both men examined courses of study, State departments, types of control, discipline, extra curricular activities, supervision, teacher problems, finance, school buildings, and parent co-operation.

School Head

S. H. Rolfe Succeeds Logan at Newark

NEWARK, N. J.—Stanley H. Rolfe, acting superintendent of schools since the death of Dr. John H. Logan last Fall, was appointed superintendent by unanimous vote of the city Board of Education at a special meeting. The board had been considering candidates, including several from out of the State, since the death of Dr. Logan. Born in Nanticoke, Pa., Mr. Rolfe has been associated with the Newark school system since 1912. He began as an elementary day school teacher. He had been an assistant superintendent since April, 1929. In January, 1936, he was named deputy superintendent. Mr. Rolfe attended Nanticoke High School, and received the degrees of Bachelor of Arts from Bucknell University in 1909 and of Master of Arts from New York University in 1928.

Radio Coaches Are School Need, Pennsylvania Educator Asserts

HARRISBURG, Pa.—With the increased use of radio, the well-planned school of the future will have a radio coach as well as an athletic coach, according to Dr. Lester K. Ade, superintendent of public instruction in Pennsylvania. There is a growing need for instructors specially prepared to develop effective radio educational programs. In view of this demand it is possible that within the next decade many schools in the commonwealth may find it helpful, if not necessary, to engage a radio coach, he said.

Several progressive universities in the United States have established courses for the preparation of teachers for radio in the public schools. The Office of Education at Washington is strongly encouraging this type of higher education, for the public schools are finding a need for a corps of teachers and others competent not only to write and produce radio programs but to instruct pupils in the art of radio, explained Dr. Ade.

The school which has made the greatest progress in this direction, according to Dr. Ade, is New York University, which is co-operating with the Office of Education and the principal broadcasting companies in the operation of the radio workshop. In the radio workshop at New York University teachers of radio are being prepared for service in the public schools.

"In view of the increasing use of radio in the schools and the demand for competent instructors in this field, I am glad that teachers are taking an interest in learning radio techniques," concluded Dr. Ade.

Teacher Sues

Seeks Three Years' Back Pay at Bridgeport

BRIDGEPORT, Conn.—Counsel for Mrs. Susan A. Wooster, former Bridgeport school teacher, presented recently to the Bridgeport Board of Education a bill for three years' back pay at the rate of her former salary, $2,100. As an economy measure the Board of Education dropped sixteen married teachers in 1933. On January 26 Judge Carl Foster in Superior Court issued a mandamus to the Bridgeport Civil Service Commission ordering the teachers restored to their former posts. He held that they could only be dismissed for cause, and that marriage did not constitute sufficient cause. Should Mrs. Wooster win, married teachers throughout the country who were dropped for similar reasons could also demand back pay.

Won't Budge

Pet Dog Scorns School Promotion

DECATUR, Ga.—Dynamite, a collie dog, refused promotion to the seventh grade. His master, Forrest Jones, passed his examinations for the new class, but Dynamite still sits beside Forrest's old desk in the sixth grade room. The teachers long ago gave up trying to eject Dynamite from the building.

Alumni Support

Dartmouth Head Says Colleges Facing Crisis

HANOVER, N. H.—To avoid political control of privately-endowed colleges the institutions will be required to rely increasingly upon the financial support of their alumni for freedom, in the opinion of President Ernest M. Hopkins, of Dartmouth College. Colleges privately endowed are facing the greatest crisis of their history because of decrease in gifts during the past five years, he said. The flow of financial aid has been cut in two during this period. Institutions supported by taxes are not able to do many of the things that privately-endowed colleges, unrestricted in their search for truth, can do, he declared.

School Project

Honolulu Students Aid Jobless Census

HONOLULU.—To provide information to guide the Territorial Legislature in enacting social security laws, thirty high school students were recruited to conduct a house-to-house unemployment census of Honolulu. Sponsored by the Governor's welfare advisory committee and the Department of Public Instruction, the survey will accumulate data which otherwise would not be available until the next federal census four years hence. Explaining why students were assigned to conduct the survey, a bulletin issued by the committee in charge said: "Here is a genuine community problem involving all ages of people, but more particularly the youth whose future is involved in the vocational opportunities of this community, the security of employment, and the social consequences of unemployment. The kind of community planning which grows out of knowledge of real conditions is the kind they as young citizens are talking about in their classrooms. Educators believe these young citizens learn more by doing than by listening or even talking."

Simplified Spelling

Educator Says It Would Make English Universal

HAMILTON, N. Y.—Dr. Leo L. Rockwell, of Colgate University, declared recently the whole world eventually would speak English if spelling were reformed and a simplified vocabulary adopted. In a speech prepared for delivery before the Exchange Club, the director of the School of Languages asserted that an "adequate" simplified vocabulary, consisting of about 800 words, already has been developed. It needs only to be adapted to international use, he indicated. The present method of spelling, Dr. Rockwell declared, retards the development of children "because so much of their time in school is required for its mastery." "Timed and silly attempts to simplify" spelling have failed, he added, because of the "sentimental" attachment for many words. The average American's feeling concerning his spelling, he explained, is one of "good enough for father, good enough for me."

Earns His Way

Lariat Expert Attending College

LINCOLN, Neb.—Melvin Beerman is twirling his way through college. A student at the University of Nebraska college of agriculture, Beerman has pursued his hobby of trick roping. He's in demand at rodeos, festivals, picnics, and the like as a lariat artist.

Michigan's Little Red Schools Modernized by Northwestern

CHICAGO.—The little red schoolhouse is going modern in five rural counties of Southwestern Michigan.

Northwestern University's School of Education is conducting the project in co-operation with the W. W. Kellogg Foundation of Battle Creek, Mich. The work is now in its first full year. There are nearly 800 one-room schoolhouses in the area, which has a population of more than 250,000.

Professor Whit Brogran, one of the five faculty members delegated to make weekly visits to conduct extension courses for teachers, inspect classrooms, hold individual and group conferences and organize parent-teacher and other civic groups, outlined the project.

"We are endeavoring to acquaint rural teachers with the newer trends of educational thought, which seeks to establish contacts between the child's own life and environment and his education," Professor Brogran said.

The Northwestern professors reported their first survey of the five counties disclosed these conditions:—

Teaching writing, arithmetic, and spelling formed the bulwark of the curriculum, with geography, history, and civics taught only in the upper grades. Pupils used texts handed down for generations.

Most of the teachers were high school graduates with one year of normal school training. Salaries for country school teachers averaged $42 a month.

Now, Professor Brogran's group is conducting extension courses, attended by 650 teachers, on such modern topics as child development, mental hygiene, methods and materials in health education, adaptation of instruction to individual differences, curriculum construction, and environmental surveys. School superintendents and principals are also taking the courses.

Busses Busy

More Rural Pupils Being Transported

HARRISBURG, Pa.—The Department of Public Instruction has estimated that $4,000,000 will be spent in the next two years to transport children to and from rural schools. Dr. Clarence E. Ackley, chief of the Bureau of Administration and Finance, said the cost was rising. Good roads are reaching out toward more rural pupils, extending the area school busses travel. Drivers who used to be willing to work for $1 a day want more. One way to cut down the cost proposed to the Legislature is to set up a central board of education in each county. It would arrange transportation routes and pass upon contracts between school districts and bus operators.

Bosses for Day

Taunton Pupils Serve As City "Officials"

TAUNTON, Mass.—Taunton high school pupils recently served in many of the executive offices of the city "pro tem" in order that they might have a better understanding of municipal affairs. Maurice Flynn was Mayor, Donald Carr, chief of the Fire Department; John Guzewicz, chief of police; Leo Riley, manager of lighting plant; David Noyes, superintendent of schools; William Dunbar, superintendent of water works; Richard Leonard, Welfare secretary; Lode Kalacznik, city clerk, and other pupils served as ward representatives.

Renewed Life

School "Communism" Quiz Is Extended

ALBANY, N. Y.—The inquiry into alleged communism in the public schools of New York, sponsored by Senator John J. McNaboe (D.) of Manhattan, has been extended by the recent action of the Senate. The committee, which has been under strong fire since it was authorized by the 1936 Legislature, was due to end and an extension of the provisions of the original resolution was necessary if the committee was to continue. The committee has held no meetings and has been widely condemned by liberals, while Senator McNaboe charged it has been muzzled.

J. A. Fitzgerald

Picked as Superintendent Of New Haven Schools

NEW HAVEN, Conn. — Joseph A. Fitzgerald has been appointed as superintendent of the New Haven school system, succeeding the late John C. McCarthy, at a salary of $6,500 a year. A native of Boston, Mass., and a graduate of Boston College, Fitzgerald has taught in New Haven schools for twenty-two years.

Physical Betterment

School in Altoona Is Feeding Vitamins

STATE COLLEGE, Pa.—Vitamins, proteins and minerals are going into the classrooms and playgrounds with 500 Altoona school children in a unique nutrition experiment. Hitherto children and grown-ups have gone under doctor's care when they developed "deficiency" diseases from lack of these food essentials, but there is a great middle ground of those, particularly children, who are not ill, but don't eat enough "balancers." First the physical status of the children will be studied. Then an attempt will be made to learn whether feeding, in the schools, of concentrates of foods high in protein and vitamin will improve the children physically. Finally an educational campaign among Pennsylvania grade school children and their parents is planned. Blood iron, medical, dental, and mental acuity examinations also will be made.

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Finds Teaching Fails to Attract Persons With Perceptive Minds

NEW YORK. — Low standards of intellectual and personal ability among persons entering educational work drew sharp criticism from Dr. William S. Learned, a staff member of the Carnegie Foundation for the Advancement of Teaching, in the foundation's thirty-first annual report. Dr. Learned, who is making a ten-year study of the relation of secondary to higher education in Pennsylvania, spoke of some teachers as "educators by fiat."

"It is a sad fact that many of the most perceptive minds distrust and dislike teaching," he said. "They have too long observed it operating upon themselves. Those who will teach, on the other hand, are the average and below-average minds that lack knowledge and therefore, insight into the genuine learning process. Consequently they are glad to submit themselves to the institutional machine which will tell them what to do and relieve them of responsibility."

Emphasizing that school teachers were poorly prepared for their jobs, Dr. Learned said his tests in Pennsylvania showed that college students attracted to enter high school teaching fell below "a tolerable knowledge minimum in a proportion of cases that is altogether too large."

The candidates for positions as teachers of physical education particularly showed scores "incredibly low" and revealed, he declared, "the hollowness of any serious pretensions of these candidates to an understanding of what education is about."

"When one considers the marvelous advantage these teachers enjoy for influential contacts under circumstances which make pupils most receptive, one is amazed at the gulf that we permit between their ideas and the goals toward which we profess to be urging the pupils," he continued. "Schools would penetrate much further into the essential task of education if they had some of their wisest and best educated teachers at these posts."

Relaxation Sought

Overwrought Children Require Consideration

BROOKLYN, N. Y. — Children as well as adults are victims of the nervous tension of modern life, according to Miss M. P. Rutledge, principal of the Brooklyn Ethical Culture School. "It is no secret that over-stimulation is prevalent among school children today," she said in an address recently. "There is a feeling of insecurity engendered by the insecurity of fathers' jobs, by broken homes, by the irritability of nagging adults from several homes forced to gather under one roof. The school must share responsibility for meeting these problems and should work for aids toward attaining relaxation. Of paramount importance is the fact that teachers and children should live together as friends. We must aim to keep voices low; to make classrooms attractive; to maintain leisurely movements about the rooms. We must establish quiet periods of several minutes within every hour, with even rhythms of work and rest."

Air-Minded

Aviation Instruction In Schools Asked

WASHINGTON.—Senator David I. Walsh, Massachusetts, has asked Congress to authorize the commissioner of education to study proposals to provide aviation instruction in public schools and report his findings.

Friction Point

Pupils Resent Borrowing by Parents

ST. LOUIS.—A loan is a loan—not a gift—to school children of this city. Mrs. Barney Mead, head of the State Parent-Teacher Association, found that out when she conducted a survey among 3,000 children to determine "principal points of friction" between parents and offspring. The major complaint, she concluded, was "failure of parents to return money, through inadvertence or otherwise, borrowed from their children of school age."

Brains Measured

Intelligence Test Shows Girls Excel

AMHERST, Mass. — H. N. Glick, head of the department of psychology at the Massachusetts State College, in his recent psychology examinations for freshmen, finds that girls rate a full 4 per cent higher than boys. Professor Glick softens the fact for the men students by explaining that the results are probably due to the fact that girls mature earlier than boys and consequently reach their maximum intelligence earlier in life. The entire class of '40 at the state college shows through the freshman examinations an intelligence superior to the freshmen in most of the other colleges in the United States, where such examinations are given. The tests are given in about seventy-nine colleges, under the direction of the American Council of Education. The scores are sent to Washington, tabulated, compared and used in determining the correlation between rated intelligence and markings of the various students in college courses.

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120 Books Are Put on Must List of Grammar Schools in Germany

BERLIN.—A list of 120 books which should be included in the library of every grammar school in Germany was published by the Ministry of Education here recently. Of the 120 approved books, twenty-five deal with National Socialism, seven with Germany's former colonies, and twenty-two with military subjects.

The Grimm brothers fairy tales are included in the list and so are "Til Eulenspiegel" and "Robinson Crusoe," but there are no religious books and nothing by Goethe, Schiller, Kleist, or, of course, Heine.

The list is classified into thirteen categories, including "In the Twilight of Early Times; Nordic Heroes," "Great Germans in Sacrifice and Leadership," "In Memory of the World War," "Unforgotten Colonies; Germans in All the World," "Youth Marches Into the New Germany," and "Books About Flyers."

Eleven books are listed under the heading, "Great Germans in Sacrifice and Leadership." Of these, four are about Reichsfuehrer Hitler, two about the late President Paul Hindenburg, one about Colonel-General Hermann Goering, economic dictator of the Reich, one about Albert Leo Schlageter, leader of German resistance in the Ruhr, and one about Horst Wessel, leading "martyr" of the party, and the other two are stories about various heroes of the national Socialist movement. An extract from Hitler's autobiography, "Mein Kampf," is included under another heading of the list.

In the section, "In Memory of the World War," which includes thirteen books, are "The Sea Devil," by Count Felix von Luckner, and a book by Manfred Richthofen, the war ace. The section entitled "In the Twilight of Early Times; Nordic Heroes," includes Sverin Ruettber's "Nordic Hero Tales," and the section on "German Struggles" lists a book on Widikind and Henry the Lion, two figures who now become heroes of the "Struggle for Race Purity," and a volume entitled "The Bells of Danzig."

Jobs Scarce

Dr. Lowell Would Shut Boston Teachers' College

BOSTON.—Abolition of the Boston Teachers' College as a "moral and a practical" measure was advocated by Dr. A. Lawrence Lowell, president-emeritus of Harvard University, at a conference of the Boston school committee with a group of representative Boston business men. "The Teachers' College as now organized is not only the most expensive part of the system but also, I believe, an institution that at the present time is doing more harm than good," Dr. Lowell said. He said it was a cruelty to train young women for teaching positions which would not be available on their graduation.

Promote Safety

"Traffic Court" Run By School Children

TRUMBULL, Conn.—Little children at Centre School who break the traffic laws do more than stay after school. Reckless bicycle riders are sentenced to bump around the rocky part of the playground; "runners," children caught darting across the road, trot around the school grounds until they are tired out, and middle-of-the-road walkers must trudge back and forth between home and school half a dozen times a day. The Centre Safety Six, a school patrol, captained by Robert Christie, makes the arrests and enforces the sentences. The Centre School Court, meeting every Friday, fixes the guilt. Mary Faustini is magistrate; David Guion, whose father is town prosecutor, acts in the same role in the school court; Evelyn Feller is clerk, and Audrie Parks is bailiff. The "constable" giving the summons states the offence to the court. If the accused pleads not guilty, the constable states the circumstances, and the prosecutor examines defendant and witnesses. Cross-examination by the defence is allowed.

Arthur W. Krause

Named Grand Rapids Acting Superintendent

GRAND RAPIDS, Mich. — Arthur W. Krause, principal of Grand Rapids South High School for many years, has been appointed acting superintendent of Grand Rapids public schools. He succeeds Leslie A. Butler, resigned. Mr. Butler has accepted the appointment as professor of educational administration and supervision at Michigan State Normal College, Ypsilanti.

Important Period

Child Learns Most In First Six Years

BOSTON.—Dr. Henry E. Gallup, who teaches at the Harvard Medical School, told a Faulkner Hospital clinical lecture audience that the human individual absorbs ninety per cent of his lifetime knowledge in his first six years. After that, even if he goes to Harvard, he can hope for only ten per cent. In the earliest period, he explains, the child learns to talk and to co-ordinate his physical faculties. All the rest is a fraction of the whole. He warned mothers that each child is an individual whose requirements are not to be measured by those of any other child.

Alaska Schools Have Aimed to Fill Many Vital Needs in Native Life

WASHINGTON. — Since 1905, Alaska has been in the unique position of having two separate free public school systems, one administered and supported by the Federal government, and one by the Territory.

Mrs. Katherine M. Cook, chief of the Office of Education's Special Problems Division, says that the Alaska schools have aimed to fill all kinds of important needs in native life.

"Typical schools in Alaska are day schools, located in the heart of the native village," says Mrs. Cook. "There is a school building proper, a teacher's cottage or quarters in the school building, a home for the physician or nurse depending on the size of the community, and in strategic centres a small hospital. Every school is a medical centre. If no physician or nurse is in residence, the teacher dispenses such medical aid as is possible, generally including simple remedies, first-aid material and services, and acts as health and sanitation adviser when necessity dictates, a service often of great importance in Alaska.

"Schools are centres of economic, social, and recreational life, not for children only—for the community. Carpentry shops are maintained extensively in connection with schools, as are boat building and repairing shops along the rivers where motor boats are the chief means of transportation.

"Improved homemaking and homekeeping and child care are among the objectives of the village schools, following policies inaugurated when the schools were established, namely, that school work should be based on the practical needs of life under the conditions existing in Alaska, always directed toward gradual adjustments of the native people to the inevitably increasing contacts with white civilization."

Book Reviews

Equipping to Spell

EVERYDAY SPELLING FOR BOYS AND GIRLS. By Henry Suzzallo, Henry Carr Pearson, and Milo B. Hillegas. Two-Book Edition for Grades Two to Eight; Three-Part Edition for Lower, Middle, and Higher Grades; Edition for Primary and Intermediate Grades. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

The series bearing the title, "Everyday Spelling," combines much that has been learned through scientific experiment regarding the mastery of spelling. Not only has the vocabulary been selected on the basis of the most approved lists, but the newest psychological techniques for aiding the learner in this field, have been evoked.

The near-futility of learning to spell words without knowing what they mean has been taken into account by the authors; with the result that words are presented in sentences before they are given in lists.

An important feature is the set of study hints which points out comparisons between words, as well as numerous facts or peculiarities that the pupil might otherwise overlook.

Supplementary lists are included for the quicker, more advanced pupils. Frequent tests and reviews are provided along this interesting route to the heights of orthographic victory.

The series has been arranged in various combinations to fit the teaching plans of different schools.

Looking at such texts as these, we adults rather marvel that we ever came through to a tolerable degree of proficiency in spelling without recourse to that handy answer book—the dictionary.

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English by "Felt Needs"

EXPERIENCES IN THOUGHT AND EXPRESSION. By Howard Frances Seely, Ohio State University. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett Company.

"Experiences in Thought and Expression" is a new and different sort of text for the use of English classes in the secondary school. Its most marked characteristic is its attention to "selling" the importance of language in the everyday affairs of life. Never for a moment is the pupil required to perform some task for which he lacks the conviction that it is worth doing.

Under such conditions, the cultivation of facility in English goes pleasantly forward from conversation, through the more formal kinds of oral reporting, to written composition in its simpler and more difficult patterns.

The customary range of subject matter is covered in this text—punctuation, paragraphs, a review of grammar, and all the remainder of that vast variety of material which must go into the cultivation of language skill. And every fresh experience put before the pupil gains effectiveness from the sense that pupil and teacher are sharing an adventure together.

A modern and potent method of instruction in oral and written English is represented by this text.

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Introduction to Graphic Arts

26 LEAD SOLDIERS. By H. E. Jackson. Stanford University: Stanford University Press.

This is a book of useful information about the art of printing, and is well suited to the needs of all who engage in writing for publication. Here one may learn much about the mysteries of type, typesetting by hand and machinery, and also the principles of offset and intagiio printing. Many different type styles are illustrated by a sort of footnote arrangement that runs throughout the first part of the book.

The treatment is popular and elementary and the material has been checked by classroom use at Stanford University.

What an army they make — those "26 Lead Soldiers"! Their formations are infinite; their power irresistible. But the number of those soldiers that never reach the front-line trenches because of overcrowding or eye-offending properties—not to mention dullness of subject matter—is probably much larger than is generally imagined.

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Youth-Centered Civics

EFFECTIVE CITIZENSHIP. PERSONAL, VOCATIONAL AND COMMUNITY CIVICS. By Millard S. Darling, Weaver High School, Hartford, Conn., and Benjamin B. Greenberg, Assistant Superintendent of Schools, New York City. New York: Prentice-Hall, Inc.

Whoever starts out to write a book on citizenship for young people, should believe in young people. The authors of this text not only declare that necessary faith but manifest it at many points throughout the volume. Theirs is not a blind faith, but one which perceives the difficulties against which young people of today are struggling toward self-fulfillment.

In "Effective Citizenship" the old approach to civics is conspicuously absent. The book begins with the learner where he stands—as an individual surrounded by other individuals in the home, the school, and the community. It discusses with him his everyday problems of adjustment. It helps him to form his own scale of values and to discover for himself those social attitudes and behavior patterns which are most desirable.

The pupil next proceeds to the study of "Vocational Civics," and in this section of the book he gains increasing insight into the great variety of tasks that are performed with the two-fold purpose of earning a living and being happily and helpfully busy.

It is only after these preliminary glimpses of the pupil's nearby environment and his relations to it, that the organization and functions of government are presented to view. This procedure from the best known to the least known, or from the inside to the outside, is amply justified by the best educational practice.

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Advance of Education

A STUDENT HISTORY OF EDUCATION. By Frank Pierrepont Graves, Commissioner of Education and President of the University of the State of New York. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

In this revision of his earlier work bearing the same title, Dr. Graves has produced a still more clear-cut, purposeful account of the development of educational theories and practices through the centuries until now. The emphasis is upon those leaders and movements that have actually influenced education, rather than upon detached philosophies that never took root. The uppermost thought of the author is evidently to reveal to his readers the various thought-currents that have contributed to education as we see it in America at this time. Much condensation and skillful pruning has therefore been done in the earlier parts of the history, while the past three hundred years of education in the United States have been described with ample detail.

The book is written in a straightforward style that frees it of the mists that sometimes enshroud a textbook in this subject. The chapter summaries are unusually illuminating. Frequent passages connect past pioneering with present achievements. All in all it is a book stripped of the superfluous, replete with those facts and ideas most helpful to the student of modern education. No doubt the new edition will be even more popular than the one produced a score of years ago, which has long been standard in the schools of education.

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Safety Courses

Educator Urges Study of Motoring

COLUMBIA, S. C.—A variety of compulsory courses dealing with the whole subject of safety practices on the highways of South Carolina, as well as a comprehensive knowledge of the hazards that menace everyone who travels the roads of the State, have been proposed as a regular part of the curriculum of South Carolina high schools by Professor C. H. Waterfall, of the department of economics of the University of South Carolina, who believes that therein lies the solution to the State's excessively high automobile fatality record.

Raise Objections

Warsaw Students Bar Gate to Jews

WARSAW. — Jewish students attempting to enter Warsaw University recently were turned back by Fascist pickets at the gates and beaten. The university authorities hesitated to call in the police to remove the pickets. Dr. Windheimer, assistant professor of theoretical mechanics, was also turned away, despite the college secretary's intervention. This recent action was the Nationalist students' reply to the Minister of Education's previous declaration that he could not and would not yield to the demand that Jews be seated separately in classes. Failing thus to establish a "ghetto" the Fascists decided to make it impossible for Jews to attend the university at all.

Produces Proof

Harvard Shy on History "Heckler" Tells Conant

WASHINGTON.—"If a student in America received three hours to concentrate on one subject, he would die of shock," President Conant, of Harvard University, told the Association of American Universities meeting here. "As it is now, he has to jump from algebra to tap dancing to Cherokee to Choctaw. Our students emerge from college with a wonderful smattering of everything." An unidentified Southern professor leaped to his feet. "Why!" he shouted, "our football team was playing yours at Cambridge, and our cheering section was calling your boys 'damn Yankees,' but they quit after the half because they realized no Harvard man had enough history to know what they were talking about."

Appropriation

New High School To Cost $378,000

BROOKLINE, Mass.—An appropriation of $378,000 was voted at a special town meeting here for the erection of a new high school to replace the building destroyed last Fall by fire. The School Committee originally requested $604,500 in order to construct a gymnasium and health unit with the high school. This was opposed by the Brookline Taxpayers' Association.

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Grins Between Grinds

Quite a Chunk

Johnny, who had been to the circus, was telling his teacher about the wonderful things he had seen.

"An' teacher," he cried, "they had one big animal they called the hip-hip."

"Hippopotamus, dear," prompted the teacher.

"I can't just say its name," exclaimed Johnny, "but it looks just like 9,000 pounds of liver."

• •

Decimating

While wandering in a Florida swamp, a hunter saw an alligator snatch a small colored girl from the bank of a canal. Soon he came to a cabin with a number of pickaninnies in the yard. He addressed their mother, saying, "I hate to tell you, but I just saw a 'gator get one of your children over on the canal." The old lady turned back in the door and said to her husband, "Rastus, Ah done tol' y'all sumpin wuz ketchin' our kids."

• •

Hard Luck

"Why are you crying, little girl?"

"Boo, hoo, 'cause my brother has holidays and I don't."

"Well, why don't you have holidays?"

"'Cause I don't go to school yet."

• •

Commendable

She—"I hear the chief of police is going to try to stop necking."

He—"I should think he would—a man of his age!"

• •

Conjunction

Plumber—"Sorry, sir, I've forgotten my tools."

Professor—"That's all right, my good man, I've forgotten what I wanted you for."

• •

Previously Less Previous

Teacher—"I see you are early of late."

Pupil—"I was behind before."

Teacher—"Now you are first at last."

How Much?

A shiftless character in a small Western town had done a hauling job for one of the citizens, who asked for an itemized bill. A few days later he received the following statement:—

"Four comes and four goes at four bits a went."

• •

Discretion

Mrs. Grossman—"I notice your husband always has his hair cut short."

Mrs. Kleinsmitt—"Yes—the coward."

• •

Still Sinful

A young man who got religion in midwinter, wanted to join the church immediately. Although ice had to be broken, he insisted on being baptized at once. He emerged dripping and a bit breathless.

"Ain't the water cold, Henry?" asked a friend.

"No, n-n-not a bit, p-p-praise the Lord," exclaimed Henry.

"You'd better dip him again, parson," said the friend. "He's still a liar."